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ABSTRACT

In April 1979, the Board of Governors took a number of actions related to community college financing. They adopted principles of accountability which offered guidelines for: a planning and evaluation process; measurable statewide educational objectives; annually updated district plans to describe all program changes, district objectives, budgets, and evaluation procedures; reconciling district/state differences; minimizing the financial burden of the accountability process; and changing the Education Code. Principles related to resources provided: that salary-setting procedures be maintained; that affirmative action and seniority be considered in retrenchment; for a flexible calendar project; for a reduction in the minimum number of days of instruction; for a review of individualized instruction restrictions; and for encouragement of outreach centers, community resources, and a variety of instructional techniques. Principles--adopted with regard to sources of support--rejected tuition, maintained existing student fees, and eliminated restrictions on certain funding balances. Other principles offered alternatives to average daily attendance as a support technique. In addition, the Board approved 11 distribution policies for Vocational Education Act funds and a procedure for Extended Opportunity Programs and Services (EOPS) allocation. Finally, a priority criteria was adopted for capital outlay projects in 1980-81. (AYC)

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ACTIONS ADOPTED BY THE BOARD OF GOVERNORS OF THE CALIFORNIA COMMUNITY COLLEGES

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April 27, 1979

JC 790 295

BOARD OF GOVERNORS OF THE
CALIFORNIA COMMUNITY COLLEGES

COMMUNITY COLLEGE FINANCING - LONG TERM PRINCIPLES

The Board of Governors adopted the following principles relating to the long-term financing of community colleges:

ACCOUNTABILITY:

1. Institute a planning and evaluation process that will

   a. recognize that local boards are accountable to their local communities as well as to agencies designated by the Legislature and must demonstrate how they meet their community needs and respond to state educational interests;

   b. provide a reporting technique which permits local districts to anticipate rather than react to emerging educational needs;

   c. tie budget planning more effectively to staff hiring and layoffs through statutory funding and a planning/accountability process;

   d. provide a vehicle for state-level budget decisions on the allocation of resources among higher education segments.

2. Incorporate statewide educational interests into district plans through the adoption by the Board of Governors of measurable statewide objectives prior to district plan development.

3. Require each district to submit a plan with annual updates each fall in order to be eligible for state funding. State-level plan review during the fall is accomplished by a Chancellor's Office staff/field review team. Review incorporates components of the plan which relate to state-level objectives (eliminating specific course review and limiting apecific program review to high cost and/or limited need curricula).

4. Require each district to describe in the plan all program changes. Those program changes requiring increased funding in a district's base budget will be proposed for inclusion in the Governor's budget (and, therefore, undergo the budget review process) whereas funding for inflation and workload changes in base budgets will be specified by formula in statute.

5. Include in plans the following content:

   a. prioritized district and college objectives, includint reconciliation with state objectives,

   b. strategies and budgets for attainment of each objective,

c. evaluation criteria for each objective,

d. evaluation of achievement of prior years' objectives,

e. evidence of participation in planning by college representatives and district constituents.

6. Reconcile district/state differences through a positive consultative process, involving both the review team and district personnel. Reconciliation concerns the plan content as it relates to state objectives and the reivew of past year's practices relative to past year's plan.

   The consultative process would involve the following steps:

   a. notify district of problem;

   b. reconcile differences by relating state and local objectives of by altering the district's plans and practices;

   c. determine appropriate corrective actions through combined state and local efforts;

   d. review efforts and results of corrective measures at set points;

   e. consult with local board of trustees about problem.

   Where differences are not reconciled or corrective measures are unsuccessful, districts will not be eligible for increased funding for program changes through the budget process.

7. Minimize the impact of the accountability process on state and local resources by:

   a. making maximum use of existing data and, where possible, eliminating current reporting requirements;

   b. using staff time available under the Flexible Calendar recommendation to balance the increased workload necessary to prepare the accountability/planning document;

   c. using a combined Chancellor's Office/field staff review team;

   d. providing assistance to district in their palnning through workshops and the development of planning tools; and

   e. coordinating the proposed planning process with the voluntary accreditation process in order to avoid imposing a duplicate burden on districts.

8. Change relevant Education Code provisions with implementation of the accountability process:

   a. incorporate <u>essential</u> Education Code provisions (such as those related to master planning) into the accountability process;

   b. provide, in the accountability process, for certification of compliance and potential audit by the Chancellor's Office with regards to <u>important</u> Education Code provisions (such as credentialled staff provisions, California residence, admissions);

   c. eliminate <u>unnecessary</u> Education Code provisions (such as specific course approval, separate approval of summer sessions).

RESOURCES

1. Maintain existing local salary-setting procedures and local collective bargaining opportunities.

2. Support legislation that allows districts to take into account the impact on affirmative action programs as well as seniority when making staff reductions or reassignments.

3. Eliminate restrictions on calendar and course scheduling by implementing, at district discretion, the successful features of the "flexible calendar pilot":

   a. retain 175-day academic year, but with 160-day instructional year minimum
      (ensure that no monetary gain or loss results from this policy change)

   b. base student census on course length, rather than term length

   c. provide for variable length terms within the academic calendar rather than the equivalent length terms as at present

   d. encourage year-round operation, including summer session.

4. Support the proposed accountability process and expand development of staff, curriculum, and instructional techniques in part by implementing the change of instructional year minimum from 175 to 160 days.

5. Review and modify restrictions on individualized instruction, consistent with new support techniques.

6. Encourage use by districts of

   a. small outreach centers to deliver education,

   b. existing community resources,

c. instructional techniques such as television, computers, and other media, where such techniques maintain or enhance the quality of traditional classroom lecture and laboratory instruction.

SOURCES OF SUPPORT

1. Reject use of tuition for California residents.

2. Maintain existing permissive student fees and

   a. insure that fee revenues are used to support only those services for which the fees are levied,

   b. adjust the charges for those unable to pay.

3. Eliminate restrictions on certain fund balances raised from specific permissive property taxes, such as the community services tax, that existed prior to Proposition 13.

SUPPORT TECHNIQUES

1. Eliminate average daily attendance (ADA) but retain the classroom contact hour as the basis for funding changes in instructional workload, and

   a. utilize periodic course census counts, rather than positive attendance, in noncredit and short-term credit courses,

   b. eliminate the standard discount for non-attendance in credit courses.

   c. adjust the marginal support rates to ensure that no monetary gain or loss results from this nominal change in measuring student workload.

Certified adopted: April 27, 1979

BOARD OF GOVERNORS OF THE
CALIFORNIA COMMUNITY COLLEGES

1979-80 VOCATIONAL EDUCATION ACT ALLOCATIONS

The Board of Governors adopted a motion approving the following distribution policies for Vocational Education Act Funds:

1. Subpart 2 funds will be allocated to districts according to the established formula.

2. Fifty-one percent of Subpart 3 funds will be allocated to districts according to the formula established for Subpart 2.

3. Forty-nine percent of the Subpart 3 funds will be retained at the state level to support statewide project addressing high priority needs.

4. Subpart 4 funds will be allocated to districts by formula with a $7,500 minimum allocation level of eligibility. Any released or augmented funds will be made available to districts not receiving funds on a project application basis.

5. Subpart 5 funds will be allocated to districts by formula, with sixty percent to be used for Consumer Homemaking basic programs and forty percent to be used for Consumer Homemaking programs for Economcally Depressed Areas.

6. 1.5 percent of the Subpart 2 funds available to community colleges will be retained at the state level to support district projects for the purpose described in Section 120 (b)(1)(L) of PL 94-482 as required by Section 104.612 of the Federal register Vol. 42 No. 191.

7. 1.5 percent of the Subpart 2 funds available to community colleges will be retained at the state level to support district projects for Support Services for Women.

8. A combined amount of $500,000 (Board of Governors: $250,000, State Board of Education: $250,000) of Subpart 2 funds will be retained at the state level to support projects for activities dealing with sex equity.

9. Continue to fund the California Department of Corrections by the same or similar method as used in the past, consistent with law and regulations.

10. All other allocation policies previously approved by the Board of Governors will continue as they are currently stated in the California Five-Year State Plan for Vocational Education.

11. Delegate to the Chancellor the responsibility to allocate these and other PL 94-482 funds consistent with this resolution.

Certified adopted: April 27, 1979

BOARD OF GOVERNORS OF THE
CALIFORNIA COMMUNITY COLLEGES

1979-80 EOPS ALLOCATION PROCEDURE

The Board of Governors adopted as the 1979-80 EOPS allocation procedure:

(a) The following three-part EOPS allocation formula:

Data Element	Formula % weight
NEED (70% as below)	
1. # of EOPS eligibles documented in financial aid records.	25%
# of EOPS eligibles documented by EOPS office	10%
2. # documented in financial aid records as % of full-time enrollment	8%
# documented by EOPS office as % of full-time enrollment	2%
3. # students served in 1978-79	10%
4. Campus ethnic minority enrollment	5%
5. K-12 ethnic minority enrollment in college service area	5%
6. District unemployment rate	5%
PROPOSAL REVIEW	5%
PROGRAM EVALUATION (25% as follows)	
1. Administrative effectiveness score	8.33%
2. Support services score	8.33%
3. College Commitment score	5%
4. Student performance date	3.33%

(B) The continuation of formula conditions pertaining to (a) maximum funding reductions and (b) conditions of probation, as follows:

1. Colleges whose requests for funds amount to less than their formula data and scores would otherwise allocate to them will receive the amount of their requests.

2. Funds allocated by the NEED portion of the formula are not subject to any maximum reduction factor. However, no college will receive a funding reduction greater than 15% from the preceding year in that portion allocated by the PROPOSAL REVIEW and PROGRAM EVALUATION scores.

3. A college is placed on probation status if it received one-third or less of the total possible points on the PROGRAM EVALUATION scoring criteria (i.e., 499 or fewer points out of a total of 1500 possible). Colleges scoring below the minimum standard:

   a) are notified of probation status by correspondence from the Chancellor's Office and provided a list of the areas of program deficiencies,

   b) submit for Chancellor's Office approval a college-approved plan and timetable for remedying the deficiencies, and

   c) have at least one formal site visit by Chancellor's staff during the probation period, and be provided a written report detailing the observations of that visit.

   If the report of the on-site visit and the college's EOPS funding proposal for the subsequent year indicate that all deficiencies have been corrected, the college is notified by the Chancellor in writing that the college is removed from probation status.

   In the event that the on-site visit report and the subsequent year's EOPS proposal indicate that deficiencies have not been adequately addressed, the college would be notified of continuation on probation status for another year. After a maximum of three years on probation status, the college's EOPS funding would be discontinued.

Certified adopted: April 27, 1979

Board of Governors Action No. 790421(a)

BOARD OF GOVERNORS OF THE
CALIFORNIA COMMUNITY COLLEGES

CAPITAL OUTLAY PROGRAM 1980-81

The Board of Governors adopted a motion approving the following priority criteria for capital outlay projects in 1980-81:

Category A. To activate space

1. To meet safety requirements and to correct hazardous conditions; to provide access by handicapped persons under 504 regulations provided these are categorically noted funds (federal or state) for such compliance.

2. Equipment funds for previously funded projects.

3. Alterations, renovation, or remodelling as concomitant effect of a previously funded project.

4. Alterations and remodelling for energy conservation. (Submitted projects are to include pay-back schedules).

Category B. To provide instructional space and services

5. Alteration or remodelling projects which provide for more effective capacity for classrooms and/or laboratories and their support facilities.

6. Alteration or remodelling or conversion of college-wide academic service facilities. (Excluding P.E. facilities, theaters, dining facilities, and maintenance and storage facilities.)

7. Replacement or alterations of utility services under specific critical conditions.

Category C. To provide new instructional space

8. Construction of classroom and laboratory projects.

9. Construction of libraries and learning resource centers.

Certified adopted: Aptil 27, 1979

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JUN 22 1979

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